

PURPOSE

This course is designed to provide the background necessary for developing informed English grammar and phonology teaching methods and techniques. These can be implemented in the mainstream English classroom as well as the English as a Second Language Classroom. We will examine the forms, meanings, and functions of commonly taught English morphological and syntactic structures in the grammar section. In the phonology section we will focus on aspects of phonetics and phonology relevant to teaching American English. The course is also helpful for those who desire to become writers or simply want a better understanding of the English language.

OBJECTIVES

Learning Goals: The Student will	Core Values	Indicator
Analyze and explain grammatical structures of English to students	AE-	Exams, Discussions
Identify causes of student errors as well as be able to answer their questions	SR, AE,	Exams
Apply linguistic awareness to your English teaching	SR,AE, PT	Paper, Discussion , Critique
Apply correct grammatical construction to your own writing	SR,AE, PT	Paper
Access needed information effectively and efficiently.	AE, PT, Information literacy competency, ..	Exams, Discussion , Paper

CORE VALUES This course supports the core values of Nyack College in the following ways:

1. **Social Relevance and Global Engagement:** Students examine and discuss dialects found in American society.
2. **Academic Excellence:** Students’ ability to discuss issues related to American English will be developed throughout the semester.
3. **Intentional Diversity:** The class will demonstrate diversity in its study of language and cultures.
4. **Personal Transformation:** Students will develop greater writing ability. a better understanding of the self in their reflection via papers and develop skills in meta-cognition.

EVALUATION	Reflection Paper	20%	Quizzes and Exams (3)	35%
	Critiques	20%	Participation	25%

GRADING SCALE:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of

Letter Grade\Percentile Equivalents:

A	=	100% - 94%	B-	=	82% - 80%	D+	=	69% - 68%
A-	=	93% - 90%	C+	=	79% - 78%	D	=	67% - 63%
B+	=	89% - 88%	C	=	77% - 73%	D-	=	62% - 60%
B	=	87% - 83%	C-	=	72% - 70%	F	=	59% - 0%

TEXT

Klammer , T., Schulz, M.R. & Volpe, A. (2006). *Analyzing English Grammar. 6th ed.* Pearson Longman. ISBN 0205685943

REQUIREMENTS

Class preparation - Come to class prepared to discuss the chapter assigned for that class.

Exams/quizzes - There will be exams and periodic quizzes to assess your understanding.

Assignments - In addition to reading the text, the following must be completed:

1. Any written work assigned
2. **Reflection paper:** Given what you learned in this course, develop a paper that includes the following:
 - a summary of what you learned & how it will (not) benefit your future career
 - a reflection of how your view of language evolved
 - a description of how you might use or teach what you learned.APA formatting and cited referenced required.
3. **Article critiques:** A summary and critique of two scholarly Journal articles—one on grammar and one on phonology. The articles you choose should be in an area of interest. English Language Journals, ESL Journals or a chapter from a related text may be used. Use Ebsco to find scholarly articles on these topics. Submit a copy of the article when you hand in your journal assignment. Ask for help if you need it. APA style is required.

STANDARD FORMAT - Essays, projects and research papers will adhere to standard APA guidelines. Failure to meet the standards will result in lower grades. Please read it carefully, note the requirements, and then use it as a checklist before you submit work to the professor.

1. Use the accepted heading.
2. Place the cited references entry under the heading "Work Cited". Use APA style. Papers without a work cited section will be returned to you with "Incomplete." (Grade = 65%)

For response journals:

1. The article you choose must be **scholarly and substantive**. Research journals only
2. Response Journals must be three paragraphs in length.
 - ~Paragraph 1: Summary of the article
 - ~Paragraphs 2 and 3: Your interaction with the writer's opinion. Include what you have learned in the class, the textbook, and other reading.
3. Include the following:
 - a. Author's thesis?
 - b. His/her support of the thesis through relevant evidence and/or experience
 - c. Does author consider and respond to objections raised by other points of view?

NOTES:

Assignments - Assignments are due on the date designated before class. Late work will be graded down.

E-mail Be sure that your college email is activated because I will use that to send important notices and exam scores. Also, please note that all memos and special announcements will be sent to your Nyack College email box. If it cannot be accessed, contact Kevin.Buel @nyack.edu.

Plagiarism is using someone else's written or spoken material and not giving that person credit. Always document material that is not yours or is not commonly known. This applies to your project as well as the research paper. Please read the college plagiarism policy in the Nyack College Catalog.

Assistance: Any student eligible for and requesting academic accommodation due to a disability is required to provide a letter of accommodation from Academic Support Services within the first six weeks of the beginning of classes.

COURSE SCHEDULE

Week	Reading Homework-(finish by class time)	In Class Work	Web Homework
1. Sept 2		Introduction to course	Greetings
2. Sept 9,	Klammer Ch. 1 <i>Introduction</i> Klammer Ch. 2 <i>Varieties of English</i> ,	Ch 2 Review	Forum, Questions on P. 9
3. Sept 16	<i>Klammer Ch. 3 The Morphology of English</i> Klammer Ch. 4 <i>Form-class words</i>	Ch 3 Review Ch 4 Review	Forum, Ex 3.5, 3.6, Review-Inflectional forms Ex 4.2, 4.4, 4.7, & 4.13
4. Sept 23	Klammer Ch. 5 <i>Structure-class</i> Klammer Ch. 6 <i>Structure-class II</i>	Ch 5 Review Ch 6 Review	Ex 5.3 & all review exercise
5. Sept 30		Rreview - 10-8 Exam – Ch. 1-6	DUE: Critique #1
6. Oct 7	Klammer Ch. 7 Phrases Klammer Ch. 8 <i>Five Basic Sentence Types</i>	Ch 7 Review Ch 8 Review	Ex 7.3, 7.5, 7.8 & Review: Sen constituents Review: Recognizing Sentence patterns
7. Oct 14	Klammer Ch. 9 <i>Basic Sentence Transformations</i> Klammer Ch. 10 <i>Finite Verb Clause I</i>	Ch 9 Review Ch 10 Review	Ex 9.5, Review: all Ex 10.2, 10.5, Review- form &function of RC
8. Oct 21	Klammer Ch. 11 <i>Finite Verb Clause II</i> Klammer Ch. 12 <i>Non-finite Verb Clause</i>	Ch 11 Review Ch 12 Review	Ex 11.2, 11.4, Review: Other dependent clause Ex 12.1, 12.3, 12.8, 12.10
9. Oct 28		Practice: Phrase Tree Diagramming.	
10. Nov 4	NOTE: You do not want to miss the practice sessions.	Practice: Phrase Tree Diagramming	
11. Nov 11	Practice: Phrase Tree Diagramming	Exam <i>Phrase Tree Diagramming: 13</i>	DUE 4/15: Reflection Paper draft
12. Nov 18	Thanksgiving Break		
13. Nov 25	Wikipedia: Phonology basics:	Phonology basics: IPA	DUE: Critique #2
14. Dec 2	Practice - reading and writing IPA	Phonology and Second Language Learning Phonology and English Orthography	Practice: Phonetic transcription Distinctive Features of Sounds
15. Dec 9,	Exam - Phonology Comparison Chart—Stages: Piaget, Linguistic, and Phonological	Standard American English and English Dialects or Varieties	DUE 5/1: Reflection Paper - final

FINAL EXAM~During Exam Week

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To Know List

Ch. 1

Focal/tacit knowledge
Phonology
Syntax
Semantics
Pragmatics
Prescriptive/descriptive grammar
Form/function
Phrase structure trees

Ch. 2

Know key terms at the end of the chapter

CH.3

Morpheme
Characteristics of a morpheme
Steps of morphological analysis
Allomorph
Zero allomorph
Bound morpheme
Free morpheme
Form class words
Structure class words

Ch. 4

Parts of speech
Gender
Lexicon
Number
Pronoun-4 types
Qualifier

Ch. 5

Article-two types
Auxiliary verbs
Comma splice
Complex sentence
Compound sentence
Conjunction-4 types
Content word
Demonstrative
Determiner
Function word
Interrogative clause/pronoun/adverb
Phrasal verb
Possessive
Prepositional phrase
Run-on sentence
Structure word
Structure-class word
Verb particle

Ch. 6

ADJP
ADV
MVP
Modal, modal auxiliary
NP
Verb forms
Principal parts of verbs
VP

Ch. 7

5 basic sentence types
Adverb phrase of manner/place/time
Adverbial complement
Adverbial modifier
Complement
Direct/indirect object
Modifier
Object complement
Predicate
Reciprocal pronoun
Referent
Reflexive pronoun
Subject complement
 Predicate adjective
 Predicate nominative
Verb phrase
Verb types
 Intransitive
 Linking, copular
 Transitive

Ch. 8

Kinds of sentences, e.g. Negative/positive
Agent
Indirect object

Ch. 9

4 varieties of sentences
Key terms

Ch. 10

Key terms

Ch. 11

Key terms

Ch. 12

Key terms

Appendix

All terms written in bold type
Phonetic symbols

**NYACK COLLEGE
ENGLISH DEPARTMENT
ENG 353**

INTRODUCTION TO PHRASE TREE DIAGRAMMING

Pattern One **NV** -- Contains a subject and a verb. It is the simplest pattern in English

1. Jesus wept.
2. The clock works.
3. The boys arrived.

NVADV - The same NV pattern can include an adverb

1. Joan drove home.
2. Jose has worked all summer.
3. The football flew through the air.
4. John runs fast.

NVADJ - With certain verbs, the same NV pattern can include an adjective

1. The choir arrived hungry.
2. The sun shone hot.
3. The class emerged tired.

Pattern Two **NVN** - Contains a subject, verb, and object

1. The student hit the teacher.
2. Mario loves homework.
3. John threw the ball.

Pattern Three **NVNN** - The pattern changes depending on the main verb in the sentence

Verbs such as *call, choose, consider, elect, and*

think:

1. The teacher called Janet a genius.
2. The classes elected Elaine treasurer.
3. The teacher considers Jolene a wonder.

Verbs such as *give, bring, buy, do, and cause:*

1. Lucas gave Angela a diamond.

Sentences with *call* and *make*

1. She made me brownies.
2. He called his girlfriend stupid.
3. He called his girlfriend a beauty.

2. The class did the teacher a favor.
3. John bought his brother a gameboy.

Another form includes an adjective at the end—

NVNADJ

1. The teacher considers Kim intelligent.
2. They painted the house purple.
3. Music leaves her happy.

Pattern Four

NLVN - This pattern uses linking verbs. There are three different possibilities.

1. Mrs. Pease is a teacher.
2. She wanted to be a nun.

NLVADJ

1. The sky is blue.
2. Jake has been miserable.
3. The bananas were ripe.

NLVADV

1. The teacher was out.
2. Joey has been here.
3. Marcus is in the library.

Linking verbs: The verb *to be* (is, was, are, were, will be)

An odd assortment of other verbs—the senses, *feel, taste, smell,*

Sound. Others such as *seem, appear, look, become, remain.*